**Lesson Plan Format**

**Teacher Candidate \_\_\_\_\_\_Tripp Floyd\_\_\_\_\_\_\_ Grade Level\_\_\_9(-12)\_\_\_**

**Date of lesson\_\_\_\_\_November 21\_\_\_\_\_**

**Content Standards:** State the unit goal and identify one or two primary local, state **or** national curricular standards to which your lesson aligns. What key knowledge and skills will students be able to demonstrate as a result of your instruction?

The unit goal is to give political, cultural and historical insight into the affects of Japanese Imperialism on the Koreas, China, and Okinawa. In accordance with the Department of Defense Education Activity (DoDEA) curriculum for **Social Studies: Asian Culture** (SSAC) this unit will fulfill the SS Skills, theme three and eight, which states:

**SK – Skills** The Social Studies program promotes essential skills to increase the students ability to acquire information and manipulate data, develop and present policies and debates, construct new knowledge, and participate in groups. Each skill is dependent upon and enriched by all other skills, so that the learner can:

* **SK1a:** formulate and communicate an opinion based on critical examination of information.
* **SK1c:** design and develop a personal database.
* **SK1d:** access and use electronic databases and communication networks of all types including the Internet.

**SS3 Time, Continuity, and Change:** Social studies programs should include experiences that provide for the study of the way human beings view themselves in and over time, so that the learner can:

**Standards:**

* **SS3b:** discuss economic and social changes that have resulted from contact with foreign nations.

**SS8 Power, Authority, and Governance:** Social studies programs should include experiences that provide for the study of how people create and change structures of power, authority, andgovernance, so that the learner can:

**Standards:**

* **SS8d:** analyze the influences of foreign nations on Asian governments and economies.

**Learner Background:** Describe the students’ prior knowledge or skill related to the learning objective(s) and the content of this lesson. How did the students’ previous performance in this content area or skill impact your planning for this lesson?

The class should be aware of how to analyze primary sources with the skills developed in the previous lesson. They may not be fully competent in the process but will be able to develop their skills.

**Student Learning Objective(s):** Identify specific and measurable learning objectives for this lesson.

The objectives of this lesson are:

* To be able effectively gather and organize primary sources.
* To effectively organize thoughts into a concept map.

**Assessment:** How will you ask students to demonstrate mastery of the student learning objective(s)? Attach a copy of any assessment materials you will use, along with assessment criteria.

Assessment will be based on three main areas:

* Participation in class discussion and group work.
  + Delegate positions for “Writing for The Imperialist.”
* Retrieved primary sources
  + Quality
  + Validity
* Rough draft of group concept map/article outline.
  + Due next class.

**Materials/Resources:** List the materials you will use in each learning activity including any technological resources.

**Online Resources:**

* **Writers/Editors:** 
  + [**http://www.fordham.edu/halsall/eastasia/eastasiasbook.asp**](http://www.fordham.edu/halsall/eastasia/eastasiasbook.asp)
  + [**http://library.duke.edu/research/subject/guides/japan/primary/index.html**](http://library.duke.edu/research/subject/guides/japan/primary/index.html)
  + [**http://www.uiweb.uidaho.edu/special-collections/asia.html**](http://www.uiweb.uidaho.edu/special-collections/asia.html)
  + [**http://www.ibiblio.org/pha/**](http://www.ibiblio.org/pha/)
  + [**http://afe.easia.columbia.edu/tps/1450\_jp.htm**](http://afe.easia.columbia.edu/tps/1450_jp.htm)
* **Graphic Designers/ Photographers/ Cartoonist:**
  + [**http://www.picturehistory.com/category/cat\_id/15/subcat\_id/292**](http://www.picturehistory.com/category/cat_id/15/subcat_id/292)
  + [**http://www.picturehistory.com/category/cat\_id/15/subcat\_id/303**](http://www.picturehistory.com/category/cat_id/15/subcat_id/303)
  + [**http://www.picturehistory.com/category/cat\_id/6/subcat\_id/168/limit/96/order\_by/title**](http://www.picturehistory.com/category/cat_id/6/subcat_id/168/limit/96/order_by/title)
* **Cinematographer:**
  + [**http://www.youtube.com/watch?v=Gh0BbTe9qjE**](http://www.youtube.com/watch?v=Gh0BbTe9qjE)
  + [**http://www.youtube.com/watch?v=w4fdhAz0VSw&feature=related**](http://www.youtube.com/watch?v=w4fdhAz0VSw&feature=related)
  + [**http://www.youtube.com/watch?v=TgxIcn9Ipaw&feature=fvwrel**](http://www.youtube.com/watch?v=TgxIcn9Ipaw&feature=fvwrel)

**Concept Maps:**

**[See Below]**

**Teaching Model/Strategy**

Accurately names model/strategy; Explains **WHY** this model/strategy is chosen for these learners; Explains **how** model/strategy lends itself to learning this content, these skills and/or dispositions.

**Inquiry Based/** **Analyzing Perspectives:**

The Inquiry-based instruction mixed with analyzing perspectives is best suited for the second lesson. The students will have to ask questions, assume the roles of people in another situation, and determine what is relevant to the subject.

**Learning Activities:**

**Initiation:** Briefly describe how you will initiate the lesson. (Set expectations for learning; articulates to learners: what they will be doing and learning in this lesson, how they will demonstrate learning and why this is important)

* Class will begin with the turning in of homework followed by a class discussion about what information they have found regarding their newspaper research.
* After the brief discussion the teacher will show the class a quick news clip about Japanese occupation in Korea.

**Lesson Development:** Describe how you will develop the lesson, what you will do to model or guide practice, what learning activities students will be engaged in order to gain the key knowledge and skills identified in the student learning objective(s). Identify the instructional grouping (whole class, small groups, pairs, individuals) you will use in each phase of instruction.

* The class will then break into groups to begin doing research on their regions. There will be four groups of five (class size twenty) each group focusing on a different region of Japanese Imperialism; Mainland Japan, Okinawa, Korea, and China.
  + Groups will be decided by interest and job position.
    - If there is an uneven number of people interested in the varied regions, students will be given a number and that will be their group.
* Once groups are established the teacher will pass out a concept map sheet and give a mini lesson on concept maps.
* After which, the students will have a brief discussion within their groups about their focus and responsibilities for the assignment.
  + The teacher will drift from group to group giving guidance where needed. Main focus is to allow students opportunity to develop a personalized piece.
* Once the groups have a foundation for where they want to go (No more than 10-15 minutes) they will begin doing research and adding to the concept map.
  + They may use links provided by teacher or they may do independent research to find other sources.
    - If other sources used, must confirm with teacher that they are acceptable.

**Closure:** Briefly describe how you will close the lesson and help students understand the purpose of the lesson. (Interact with learners to elicit evidence of student understanding of purpose(s) for learning and mastery of objectives)

* The lesson will conclude with another trip to the KWL.
* The students will save their work to a share drive where the teacher can later look at the links leading to what the students have found.
* Homework includes:
  + Finishing the Concept Map.
  + Additional research.

**Individuals Needing Differentiated Instruction:** Describe 1 to 3 students with identified instructional needs. (These students may be special or general education students and need not be the same students for each lesson. Students may represent a range of ability and/or achievement levels.)

|  |  |  |
| --- | --- | --- |
| Student Name | 1. What is the student’s identified instructional need? 2. What evidence do you have that this is an instructional need? | Describe strategy for differentiating instruction **in this lesson** to meet this need. |
| Suzy Q. | English Second Language (ESL)   * The student has difficulty comprehending what is being said in class. Often encounters trouble carrying out tasks. | The student will be partnered with someone who can speak their language or with a student who can patiently and kindly work through the language barrier. Instructions will be delivered at a slow and clear pace. Teacher will periodically check with student and group to confirm understanding of assignment and content. |
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**Reflection on Practice:**

**Student Achievement:**

Specifically analyzes student learning ***for each SLO***. *What differences do you notice in the performance of individual students?* Note needs or opportunities for reteaching or enrichment for specific learners.

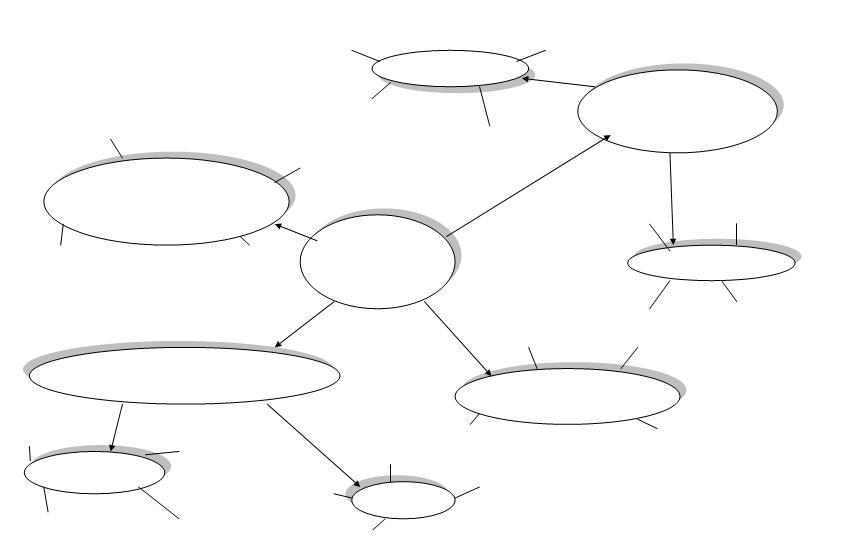
**Teacher Efficacy:** (Evaluation and Assessment of *one’s own teaching*): Examines/explains impact of personal teaching practice by responding to following:

1) What worked well and why?

2) What did not work well and why?

3) What actions will be taken now which are: a*) immediate* **and** b) *long range*?

4) Briefly describes ONE *reasonable* ***alternative approach*** that could be used to achieve these same SLOs?

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